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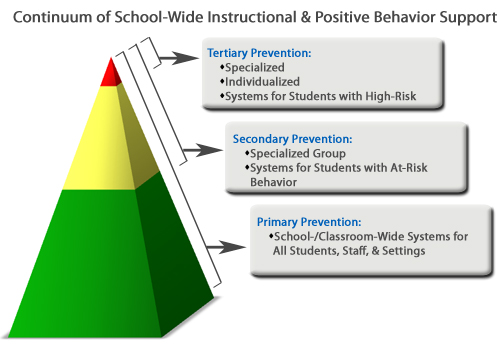
**School-wide PBIS**

**What is School-wide PBIS?**

Numerous products are available for school personnel, parents, and care-providers, all with the promise of erasing targeted behaviors. Unfortunately, no magic wand single-handedly works to remove the barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a one size fits all approach is less effective than interventions based on the needs of each school.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and nonclassroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:

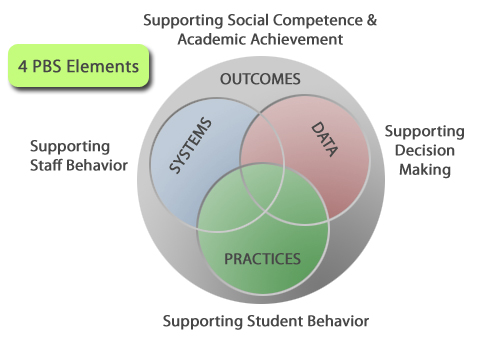
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**Why is it so important to focus on teaching positive social behaviors?**

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

**What is a systems approach in school-wide PBIS?**

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:

* Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
* Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
* Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
* Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

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[**Benchmarks of Quality for School-Wide Positive Behavior Support (SWPBS) - Scoring Guide**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=223)

Scoring guide for Benchmarks of Quality for SWPBS.  
  
The Benchmarks of Quality for SWPBS has been developed in Florida's Positive Behavior Support project. The tool is designed to access and monitor PBS team activities.

[**Bully Prevention in Positive Behavior Support**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=712)

This document is a 52 page handbook focusing on giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct.

[**Checklist for Individual Student Systems (CISS)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=245)

The Checklist for Individual Student Systems (CISS) is a self-assessment tool to help schools assess the status of secondary and tertiary (targeted and intensive) interventions in their school. Using the CISS provides the following outcomes: a) Percent of key features that are in place, b) Ranking of features that are a priority for the school, and c) Template for developing an action plan.

[**Classroom Checklists, Effective Classroom Plan, Environmental Inventory Checklist**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=192)

The document includes 1) Top 17 Classroom Management Strategies that should be emphasized in every classroom, 2) Effective Teaching Strategies, 3) Promoting Positive & Effective Learning Environments Classroom Checklist, 4) Effective Classroom Plan, and 5) ENVIRONMENTAL INVENTORY Checklist.

[**Classroom Management Self-Assessment**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=164)

Classroom Management Self-Assessment measures extent to which effective classroom management practices are in place. The assessment consists of 10 items to check.

[**Classroom Management: Self-Assessment Revised (version: April 7, 2006)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=174)

Revised version of classroom management checklist. Classroom Management Self-Assessment measures extent to which effective classroom management practices are in place. The assessment consists of 10 items to check.

[**Effective Behavior Support (EBS) Survey (v 2.0)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=219)

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of three behavior support systems: (a) school-wide discipline, (b) non-classroom management systems, and (c) systems for individuals students engaging in chronic behaviors.

[**Example Letter to Parent- Elementary School Example (North Carolina)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=282)

A sample letter explaining SWPBS system, school behavior rules, and behavior consequences to parents.

[**Example Letter to Parents (Colorado Department of Education)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=278)

A sample letter to parents for PBS program. The letter explains schoolwide expectations and school rules for safe environment to Arvada middle school parents in Colorado.

[**Example Letter to Parents (Explaining SW expectations)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=279)

A sample letter to parents to explain schoolwide expectations and acknowledgement system.

[**Example Letter to Parents (Explaining SW expectations: Spanish version)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=280)

A Spanish version of sample letter to parents for PBS program. The letter explains schoolwide expectations and school rules for safe environment to Arvada middle school parents in Colorado.

[**Example Letter to Parents- 2 (Colorado Department of Education)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=281)

A sample letter explaining SWPBS system to parents. The letter provides parents with detailed behavior expectations at each school setting such as hallway, gym, and library.

[**Functional Assessment Checklist for Teachers and Staff (FACTS)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=246)

The FACTS is a two-page interview used by school personnel who are building behavior support plans for tertiary level supports. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people (teachers, family, clinicians) who know the student best, and used to either build behavior support plans, or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 min). Efficiency and effectiveness in completing the forms increases with practice.

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[**Functional Behavior Support Plan (F-BSP)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=247)

The F-BSP is a planning tool for used by school personnel who are building a behavior support plan using function based behavioral assessment. This form was written by Horner and Crone 2005. This also has a Competing Pathway Chart or Competing Behavior Chart available for planning purposes.

[**Non-Classroom Management: Self-Assessment (Version: March 10, 2004)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=175)

Non-Classroom Management Self-Assessment measures extent to which effective non-classroom management practices are in place. The assessment consists of 8 items to check.

[**Oregon School Safety Survey - Spanish version (Encuesta sobre Seguridad Escolar)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=244)

The Oregon School Safety Survey is an instrument developed to obtain an efficient index of perceived school safety. This survey provides a summary of "risk factors" and "protective factors" that can be useful in determining training and support needs related to school safety and violence prevention.

[**Oregon School Safety Survey v 2.0**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=243)

The Oregon School Safety Survey is an instrument developed to obtain an efficient index of perceived school safety. This survey provides a summary of "risk factors" and "protective factors" that can be useful in determining training and support needs related to school safety and violence prevention.

[**PBS Leadership Team Self-Assessment and Planning Tool**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=218)

This self-assessment has been designed to serve as a multi-level guide for creating action plans and evaluating implementation at the school, state and/or district level.

[**PBS Leadership Team Self-Assessment and Planning Tool (Spanish Version)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=220)

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of three behavior support systems: (a) school-wide discipline, (b) non-classroom management systems, and (c) systems for individuals students engaging in chronic behaviors.

[**School-wide Benchmarks of Quality- Team Member Rating Form**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=224)

Team Member Rating Form of the Benchmarks of Quality for SWPBS. The Benchmarks of Quality for SWPBS has been developed in Florida's Positive Behavior Support project. The tool is designed to access and monitor PBS team activities.

[**School-wide Benchmarks of Quality: SCORING FORM**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=225)

Scoring Form of the Benchmarks of Quality for SWPBS. The Benchmarks of Quality for SWPBS has been developed in Florida's Positive Behavior Support project. The tool is designed to access and monitor PBS team activities.

[**School-Wide Evaluation Tool (SET) - v 2.0**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=221)

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. This is old version of SET. New version 2.1 is available.

[**School-Wide Evaluation Tool (SET) - v 2.1**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=222)

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to: 1) assess features that are in place, 2) determine annual goals for school-wide effective behavior support, 3) evaluate on-going efforts toward school-wide behavior support, 4) design and revise procedures as needed, and 5) compare efforts toward school-wide effective behavior support from year to year. Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys.  
[Request a copy of the SET Implementation Manual](mailto:nkatul@uoregon.edu) (please note there is a $25.00 fee for the printing cost of this manual)

[**School-wide Evaluation Tool Implementation Manual (Part 1-Overview of the SET)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=226)

This guide answers your questions about conducting the SET and gives three case studies. Open the Implementation Guide and then click on the links within the Guide. Be sure to use the back arrow to return to the Implementation Guide.

[**School-Wide Evaluation Tool Implementation Manual (Part 2-Preparing for and Conducting the SET)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=228)

SET implementation manual Part 3- Preparing for and conducting the SET. The content includes 1) Scheduling, 2) Arriving at the School, 3) Collecting the Information, 4) Overview of Interviews, 5) School Observations, 6) Leaving the School, and 7) Frequently Asked Questions.

[**School-wide Evaluation Tool Implementation Manual (Part 4- Case Study Examples Introduction)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=230)

SET implementation manual- Part 4 Case Study Examples Introduction

[**School-wide Evaluation Tool Implementation Manual (Part 5- Case Study Examples Introduction/Case#1)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=231)

SET implementation manual- Part 5 case#1

[**School-wide Evaluation Tool Implementation Manual (Part 6- Case Study Examples Introduction/Case#2)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=232)

SET imiplementation guide- part 6 case#2

[**School-wide Evaluation Tool Implementation Manual (Part 7- Case Study Examples Introduction/Case#3)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=233)

SET implementation manual- part 7 case #3

[**School-wide Evaluation Tool Implementation Manual (Part 8- Interpreting and Summarizing the SET Results)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=234)

SET implementation manual- Part 8 Interpreting and Summarizing Results. The content includes 1) Integrating Multiple Data Sources, 2) School Level Analysis, 3) District Level Analysis, 4) Sending Results to the School, 5) Using Data for Systems Change Handout**,**and 6) Frequently Asked Questions.

[**School-wide Evaluation Tool Implementation Manual (Part 9- Other Information)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=235)

SET implementation manual- Part 9 Other Information. The content includes 1) Frequently Asked Questions and 2) EBS Self-Assessment Survey.

[**School-wide Positive Behavior Support Evaluation Template (Oct. 05)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=215)

This document is prepared for individuals who are implementing School-wide Positive Behavior Support (PBS) in Districts, Regions or States. The purpose of the document is to provide a formal structure for evaluating if School-wide PBS implementation efforts are (a) occurring as planned, (b) resulting in change in schools, and (c) producing improvement in student outcomes.

[**School-wide Positive Behavior Support: Annual Outcomes (Ver. May 7, 2006)- SWPBS Team Monthly Planning Guide**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=186)

The purpose of this guide is to give SWPBS leadership teams a supplemental organizational tool for reviewing and planning their implementation activities. A self-assessment is provided to guide teams in their action planning.

[**School-wide Positive Behavior Support: Implementers’ Blueprint and Self-Assessment**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=713)

The purpose of this blueprint is to provide implementers with definitions, descriptions, and guidelines that allow for accurate and durable implementation of school-wide positive behavior support (SW-PBS) practices and systems.

[**Self-Assessment of Contextual Fit in Schools**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=248)

The purpose of this interview is to assess the extent to which the elements of a behavior support plan fit the contextual features of your school environment. The interview asks you to rate (a) your knowledge of the elements of the plan, (b) your perception of the extent to which the elements of the behavior support plan are consistent with your personal values, and skills, and (c) the school's ability to support implementation of the plan.

[**Sustaining School-wide PBS: Self-Assessment**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=141)

A tool for SWPBS self-assessing admin support, team-based system, use of data, policies, products (e.g., handbook), district support, family involvement, budget, and visibility.

[**The Team Implementation Checklists (v 3.0)**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=217)

This self-assessment tool has been designed to serve as a multi-level guide for (a) creating school-wide PBS action plans and evaluating the status of implementation activities on a quarterly basis.

[**Understanding and Responding to Escalating Behavior**](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=135)

Corresponding document on 'Understanding and Responding to Escalating Behavior' presentation by Dr. Sugai and Dr. Colvin.

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